

18

FIRST ANNUAL REPORT
OF THE
SUPERINTENDENT
OF
COLORED SCHOOLS
FOR THE
WASHINGTON AND GEORGETOWN, D. C.,
FOR THE
YEAR ENDING JUNE 30, 1868.



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REPORT.

To the Trustees of Colored Schools for Washington and Georgetown, D. C.

GENTLEMEN: In presenting my First Annual Report of the Colored Schools under your jurisdiction, I deem it proper to give a brief sketch of the beginnings from which these free schools at the national capital have grown to their present number and excellence. It having been my privilege to have an active share in the work of establishing and conducting many of them from nearly their first initiation, it is probable that I have in my possession more full materials for such a sketch than has any other person.

THE EARLIEST FREE SCHOOLS.

The first free school for colored persons in this city, after the commencement of the war, of which I find any record, appears to have been opened on the 16th day of March, 1862, one month before the passage of the act abolishing slavery in this District. It was held in "Duff Green's row," near the Capitol, and was intended for the benefit of a large number of "contrabands" who had been collected there by the Government, and were held as captured material of war. It was conducted by Rev. H. W. Pierson, an agent of the American Tract Society, and was continued in the same place until July of that year, when it was removed to Camp Barker, so called, in the northern section of the city.

About the 1st of April, 1862, another free school for colored persons was opened in the basement of the Union Bethel Church, on M street north, between Fifteenth and Sixteenth west. It was an evening school, and was conducted by Rev. George Shearer, assisted by Miss Elizabeth Smith, teacher of a private colored school in the neighborhood, and Dr. L. D. Johnson, from Massachusetts, then a Government clerk in Washington. In November following, this was changed into a day school, under charge of Miss Smith, and removed to her house, a small compensation being paid her through the agency of Dr. Johnson.

This school was maintained until the following June, when Dr. Johnson, having been appointed a surgeon in the Lincoln Hospital, in the eastern part of the city, opened a day and night school at that place, in which he was assisted by Miss Laura Gates, from Pennsylvania, at a compensation of \$20 per month. This school, it is believed, was continued until the breaking up of the hospital at the close of the war.

In 1863 the Freedmen's Relief Association of this District turned its attention to the matter of free schools, and on the 23d of November, in that year, opened its first day school, with two teachers. This was followed by others during the winter, and by the following April it had five day schools, with eleven teachers, in successful operation.

On the 25th of November, 1863, a free night school was opened on E street, near Tenth, Island, under the auspices of the same Association, taught by volunteer teachers. A number of Government clerks and other persons soon became interested in this work, and other free night schools, to the number of twelve, with several Sunday schools, were opened in various sections of the city, in the course of the following winter and spring. Of the second of these schools I had the honor to take the charge January 4th, 1864.

THE EARLIEST LEGISLATION.

On the 21st of May, 1862, thirty-five days after the abolition of slavery in the District of Columbia, Congress passed an act requiring that "ten per centum of taxes collected from persons of color in Washington and Georgetown" should "be set apart for the purpose of initiating a system of primary schools for the education of colored children" residing in these cities. It was provided by this act that the Board of Trustees of Public Schools in the two cities should have control of the fund arising from this tax, as well as from contributions, which was to be kept distinct from the general school fund.

July 11th of the same year—fifty days later—Congress (doubtless having become convinced for some reason that the Public School Trustees would not properly execute the trust confided to them,*) passed another act transferring the duty of establish-

*In the "First Semi-Annual Report of the Association of Volunteer Teachers," published in November, 1861, (prepared by me,) it was stated, on what was deemed good authority, that the Public School Trustees "declined to have anything to do with so distasteful a matter" as the establishing of colored schools. I notice that the "Twenty-second Annual Report of the Trustees of Public

ing colored schools to a special Board, denominated the "Board of Trustees of Colored Schools for Washington and Georgetown," consisting of three gentlemen, who were to hold office for the respective terms of one, two, and three years, their successors to be appointed annually by the Secretary of the Interior. The gentlemen named in the act, as constituting the first Board, were Daniel Breed, Zenas Robbins, and Sayles J. Bowen.

THE FIRST PUBLIC COLORED SCHOOL.

It was not until 1864 that the Trustees obtained sufficient funds, under the act of 1862, to enable them to open a single school. During 1862 no separate registry was kept for the taxes of colored people. In 1863 such a registration was commenced, but was believed to be imperfectly made. The sums accredited to the colored school fund by the municipal authorities in these two years, as appears from the Trustees' report to Congress, March 11, 1864, were as follows:

In Washington, for the year 1862.....	\$256 25
In Washington, for the year 1863.....	410 89
In Georgetown, for the year 1862.....	.....
In Georgetown, for the year 1863.....	69 72
Total.....	736 86

The report goes on to state that—

"On the 1st of March, 1864, having secured the use of the church corner of Fourth street east and D street south, we engaged the services of one teacher, at a salary of \$400. Another teacher nobly volunteered without compensation. Thus aided, our first free day school opened with about forty pupils, and this number has increased during the first week of the school to over one hundred. The want of room compels us now to refuse all further admissions, although many are pleading to enter the school."

The teachers here referred to were Miss Emma V. Brown, of Georgetown, and Miss Frances W. Perkins, of New Haven, Conn.

Schools," published 1867, pronounces this statement "incorrect, the subject never having been brought before them [the Trustees] in any way." (Page 51.)

This latter statement is doubtless entirely true, as regards any *official action in the Board*. But it is probably also true, as affirmed by common rumor still uncontradicted, that prominent *members* of the Board at that time did express their repugnance to carrying out this law, in some cases in terms more forcible than refined. Be this as it may, the declaration that the subject was "never brought before them in any way" is almost a confession of the whole charge. Had there been a strong interest in impartial education on the part of *any* member of the Board, this could hardly have been the case. And it is evident that Congress had reason, from some cause, to believe that these Trustees did not intend to carry out its wishes, or it would not have made haste, within fifty days, to create a special Board to execute its will. The Trustees of the Public Schools are surely entitled to the full benefit of this correction.

APPEALS FOR AID, AND THE RESULTS.

Appeals to Congress, and to the people of the North—now just becoming aroused to the duty of atoning in some measure for the evils of slavery, by educating its newly emancipated victims—to aid in the work of education at the national capital, were put forth about this time by different parties. The Trustees' Report to Congress, just quoted, has the following urgent language:

"There is now here a very large class of children, and of adults also, who are not only in need of instruction, but who are pleading for it with unparalleled earnestness. The sudden duplication of the colored population of this District, and the fact that none of the freedmen thus added possess taxable property, thus greatly increasing the necessity for free schools without any corresponding increase in the means for their support, suggests the propriety of aid from the national government sufficient to create a system of public schools, which may soon find their support from the classes they will especially benefit."

The volunteer teachers of the night school above referred to, finding the demands of the work greater than they were able individually to meet, formed themselves into an association, called the "Association of Volunteer Teachers," and put forth an appeal for help, (prepared by myself,) which was endorsed by the Trustees, and widely circulated at the North. This appeal, dated April 14th, 1864, stated the great eagerness existing on the part of the people of color for instruction, and asked for books, charts, slates, money, &c., to aid, especially in carrying on the night schools. It said:

"They who, as teachers, and at no small personal cost, are volunteering their services in this work, from a sense of its importance, feel that there are many among their fellow-countrymen in all parts of the free North, as well as in this capital, who take a warm interest in the elevation of this long down-trodden race, and who will rejoice to share with them the burdens of this special work."

This appeal also called attention to the fact that there were in Washington and Georgetown "10,000 or 12,000 children of African descent under fifteen years of age unprovided with *public* school instruction, and but a small part of them with school advantages of any kind," while there was not a single school-house, worthy of the name, open to colored children. It added:

"Besides these, there is a still larger number above the age named, yet not too old to learn, who equally need, but have never been allowed the privileges of the school. What shall be done for the education of these 25,000 to 30,000 people—all children as regards the

rudiments of learning? It is a question which concerns not alone the citizens of this District, but all who have an interest in the Government which has here its seat. * * * Will the people of the North—the land of school-houses, of liberty, and of loyalty—consent that this state of things shall continue?"

In response to these appeals, the attention of northern missionary and educational associations began to be turned towards this District as a proper field for their labors. Among the first to send teachers and open schools were the Pennsylvania Freedmen's Relief Association, the Philadelphia Friends, the African Civilization Society, and the Reformed Presbyterian Mission. In the month of May, 1864, the following free schools were in operation :

DAY AND NIGHT SCHOOLS IN MAY, 1864.

By whom supported.	Day. Night. Teachers. Pupils.*			
National Freedmen's Relief Association				
of District of Columbia	5	...	11	500
American Tract Society	1	...	2	100
African Civilization Society.....	1	...	2	100
Reformed Presbyterian Mission.....	1	1	4	200
Trustees of Public School Fund.....	1	...	2	100
Pennsylvania Freedmen's Relief Ass'n..	1	...	2	150
Philadelphia Friends.....	1	...	2	150
Dr. L. D. Johnson.....	1	1	2	100
Volunteer Teachers' Association.....	...	12	34	1,250
Totals.....	12	14	61	2,650

Several of these schools, both day and night, were maintained through the summer of 1864; and in the following autumn and winter large accessions of aid were received from the North. The schools of the National F. R. Association of this District were assumed by the National F. R. Association of New York, and the New England Freedmen's Aid Society, of Boston, assumed the salaries of the teachers in the public school, increasing the number to four. Other organizations entered the field. The night schools of the Volunteer Association were mostly continued, or others were opened, making the previous number more than good; and a part of the teachers were paid at the rate of \$10 per month from funds received from the North. The following schools were maintained through the greater part of the season :

* Estimated.

DAY SCHOOLS IN 1864-5.

	Schools.	Teachers.	Pupils.
By Penn. Freedmen's Relief Association, Philadelphia.....	6	14	816
National Freedmen's Relief Asso., N. Y.....	5	9	450
American Missionary Association, N. Y.....	4	11	732
Philadelphia Friends.....	2	6	360
African Civilization Society, N. Y.....	2	3	180
Old School Presbyterians.....	2	5	350
Reformed Presbyterians.....	1	3	200
New England Freedmen's Aid Commission..	2	4	160
New England Freedmen's Aid Society.....	1	4	200
Free Baptist Mission.....	1	1	80
Individuals in Maine.....	1	1	60
Total.....	17	61	3,588

NIGHT SCHOOLS.

	Schools.	Teachers.	Pupils.
By Volunteer Association.....	10	22	500
American Missionary Association.....	4	8	270
Reformed Presbyterian Mission.....	1	3	50
At Soldiers' Free Library.....	1	6	100
Totals.....	16	39	920

Nearly all the Northern associations named above, and one or two in addition, generously continued their aid through the two succeeding school years, namely, 1865-6, and 1866-7. The following statistics taken in March, 1866, and May, 1867, show the extent of school advantages for those terms:

DAY SCHOOLS IN 1865-6.

	Schools.	Teachers.	Pupils.
By Penn. F. R. Association.....	9	17	858
New York F. R. Association.....	8	12	604
American Missionary Association.....	8	11	594
Baptist Home Missionary Association.....	3	7	284
Pennsylvania Friends.....	2	6	376
New England Freedmen's Aid Society.....	2	5	315
New England Friends.....	2	3	180
Old School Presbyterian Mission.....	2	5	373
Reformed Presbyterian Mission.....	1	3	186
African Civilization Society.....	2	2	108
Bangor Freedmen's Relief Association.....	1	1	52
Total.....	40	72	3,930

NIGHT SCHOOLS.

The Volunteer Association was disbanded in May, 1865, its work having been assumed mainly by the associations who fur-

nished teachers for the day schools. Ten night schools, with 625 pupils, were reported in March, 1866, as sustained by these associations.

DAY SCHOOLS IN 1867.

	Schools.	Teachers.	Pupils.
By New York Branch Freedmen's Union Commission	15	17	1,041
By Penna. Branch Freedmen's Union Commission	15	17	849
By New England Branch Freedmen's Union Commission.....	4	4	217
By American Missionary Association.....	8	9	507
By American Baptist Home Mission Association.....	3	6	101
By N. E. Friends' Mission.....	2	5	267
By Reformed Presbyterian Mission.....	5	5	297
By Bangor Freedmen's Aid Society.....	1	1	74
By Rev. Mr. Turney	2	11	75
By Trustees of Colored Schools	5	7	450
	60	82	3,877

NIGHT SCHOOLS.

In February, 1867, 24 night schools were reported, as follows: By New York Branch Commission 2; American Missionary Association 3; American Baptist Home Mission Society 2; N. E. Friends' Mission 2; O. S. Presbyterian Mission 1; Bangor F. A. Society 1; Private 1; Rev. Dr. Turney 12; but the number of teachers and pupils is not given.

THE FIRST SCHOOL HOUSES.

At first the schools were held in the colored churches, either in the main audience rooms or in the lecture or class rooms in the basements. These were usually rented by the associations for this purpose, at the rate of \$10 to \$15 per month, and were always uncomfortable and inconvenient for school purposes, besides being in some cases dark, damp, and unhealthy. But there was no alternative; no other rooms could be had at that time. In the latter part of 1864, the Pennsylvania Association purchased a small dwelling house with an old stable adjoining, on I street, between Nineteenth and Twentieth west. The dwelling was fitted up for a home for teachers, and the stable was made into two small but comfortable school rooms, the whole cost being about \$3,000. The Philadelphia Friends, about the same time, erected a large building in Nineteenth street, near the

northern boundary, in which were three school rooms and living rooms for twelve teachers. This cost \$6,000; but the location was not well chosen, and it was abandoned in 1866. The Reformed Presbyterian Mission also erected, in 1864, a frame building for chapel and schools, on First street west, between N and O, south. This was abandoned in 1867.

In the autumn of 1865, and subsequently, the war having closed, and numerous hospitals and other Government buildings being vacated, the use of such as were required for school purposes was obtained through the agency of the Freedmen's Bureau. The principal of these were—

Freedmen's hospital, Vermont avenue and M street, 8 school rooms and quarters for teachers.

Barracks, Seventeenth and I streets, 3 school rooms.

Barracks, Nineteenth and I streets, 2 school rooms.

Barracks, Twenty-fourth and F streets, 4 school rooms and house for teachers.

Barracks, Campbell hospital, 4 school rooms and quarters for teachers.

Barracks, (Wisewell,) Seventh and P streets, 5 school rooms and quarters for teachers.

Barracks, Kendall Green, 2 school rooms.

Barracks, East Capitol street, 4 school rooms and teachers' quarters.

Lincoln Chapel, corner Twelfth street east and D street north, 3 school rooms.

Barrack (removed from Armory Square) and portable building, Delaware avenue, between H and I streets south, 3 school rooms.

Barracks, Sixth street, near M south, four school rooms.

Soldiers' Free Library and 2 portable buildings, Judiciary Square, 3 school rooms.

These rooms were roughly fitted up by the Freedmen's Bureau, some being furnished with rude pine desks for the advanced classes; others with long mess-room benches, fitted with backs and boxes; and others still, for the youngest pupils, with small chairs, formerly used in the primary schools of Boston, and generously donated by that city. These school-rooms answered a very good purpose in mild weather, but in severe winter days were very far from comfortable; yet they were greatly preferable to the churches and basements previously occupied.

THE FIRST PUBLIC SCHOOL-HOUSE.

In 1864, through the efforts of Miss Frances W. Perkins, a teacher in the first public colored school, a donation of \$1,000 was obtained from Mrs. Parker, a benevolent lady of New Haven, Connecticut. This, with the small amount of means derived from other sources, enabled the Board of Trustees to

attempt the erection of a school-house. A lot of ground was with some difficulty procured in C street south, between Second and Third streets east, (Capitol Hill,) and a frame building was erected in the winter of 1864-5. The dimensions of the lot were 42 by 120 feet, and of the building, 42 by 42 feet, two stories. This allowed of two school-rooms on each floor, one 24 by 41; the other, 17 by 41 feet.

This school-house was first occupied May 1st, 1865, on which occasion appropriate dedicatory exercises took place, and an address was made by Rev. Henry Highland Garnet, then pastor of the Fifteenth Street Presbyterian church.

CHARACTER OF THE EARLIER SCHOOLS.

Most of the earlier schools being held, as already stated, in churches and large lecture-rooms, were attended by indefinite numbers of untrained children, crowded together upon uncomfortable seats, numbers of them destitute of books or other means of entertaining themselves except by annoying those around them. The schools were ungraded, and two or three teachers were usually compelled to hear recitations at the same time, in the same room. Many of the earlier teachers, too, though they were ladies possessing great kindness of heart and earnest devotion to their work, were yet inexperienced in teaching, unskilled in the art of training either the minds or the manners of children. Consequently, it will be readily understood that the schools were not in all cases models of good order and thorough training. Improvement, however, began to be manifested as soon as better accommodations were provided; and from year to year a more careful selection of teachers was made for this important point, by the several associations. Among the first to give examples of model schools, for order and thoroughness, were Miss Lucy A. Flagg, from Massachusetts, employed by the New England Freedmen's Aid Commission, who taught in the basement of the Nineteenth Street Baptist church; Miss Julia A. Lord, from Maine, employed by the New York Freedmen's Relief Association, first in E street south, near 10th, and afterwards at Fourteenth and M streets; and Miss Eliza A. Chamberlain, from Massachusetts, employed by the Pennsylvania Freedmen's Relief Association, at Georgetown.

MEASURES OF CO-OPERATION.

At first the schools were managed by a number of independent and to some extent rival organizations, without system or

co-operation of any kind. One of the evils resulting from this was a competition between teachers or schools to secure the attendance of the most intelligent and advanced pupils, leading in some cases to the holding out of improper inducements. Another was the practice, which became largely prevalent, of pupils attending for a few days or weeks at one school, and then, in consequence of some whim of parent or child, or perhaps on account of receiving merited discipline at the teacher's hands, changing to another school, and so on, *ad libitum*. This, of course, was ruinous to all discipline. As a means of remedying these and other evils, a measure of general co-operation was proposed. General John Eaton, then Assistant Commissioner of the Freedmen's Bureau for this District, invited all teachers and superintendents of colored schools in this neighborhood to meet in conference on the 11th of November, 1865. About seventy persons responded to the call, and the result was the organization of the "District of Columbia Educational Association," of which nearly every teacher of a colored school in this District and vicinity became a member. Its objects were, among others, "the interchange of views on educational topics; the adoption of the best methods of teaching and of discipline; the establishment of uniformity, so far as practicable, in text-books and in school regulations, and the securing of general concert of action in measures for the mental and moral improvement of the colored population of the national capital and its vicinity." This association established regular monthly meetings, which have continued to the present time. It also adopted regulations regarding the admission and transfer of pupils, secured general uniformity of text-books, and established a uniform course of instruction, which laid the foundation for our present system of gradation; in all of which its action has been of incalculable benefit to the work of education here.

FURTHER LEGISLATION.

The provisions of the act of May 22, setting apart ten per centum of taxes for colored schools, having proved inadequate to the case, another act was passed and approved June 25, 1864, repealing the first section of the prior act, and providing in lieu thereof that such a proportion of all school funds raised in Washington and Georgetown should be set apart for colored schools as the number of colored children between the ages of six and seventeen bears to the whole number of children, taking the last reported census as the basis of calculation; also, that

moneys accruing from fines, penalties, and forfeitures under United States laws in this District shall be appropriated for school purposes in the same proportion. And when the proper construction of this act was denied by the municipal authorities, thereby depriving the colored schools of a large share of the intended fund, a still further act was passed, July 23, 1866, requiring that the previous act "shall be so construed as to require the cities of Washington and Georgetown to pay over to the trustees of colored schools of said cities such a proportionate part of all moneys received or expended for school or educational purposes in said cities, including the cost of sites, buildings, improvements, furniture, and books, and all other expenditures on account of schools, as the colored children between the ages of six and seventeen years, in the respective cities, bear to the whole number of children, white and colored, between the same ages; that the money shall be considered due and payable to said trustees the first day of October of each year, and if not then paid over to them, interest at the rate of ten per centum per annum on the amount unpaid may be demanded and collected." &c.

Prior to July 1, 1867, but a small amount of the funds thus provided for the colored schools had come into the hands of the trustees, and what had become available had been mainly used in providing school-houses. During the latter part of the school year of 1866-67 the trustees, as will be seen by a preceding statement, had employed seven teachers, of the eighty-two then in service. Up to this time the teachers were mainly provided and supported by Northern benevolent associations.

AMOUNT EXPENDED BY NORTHERN ASSOCIATIONS.

From data in my possession I am able to make the following approximate estimate of the amount which has been expended by Northern benevolence for colored schools in Washington and Georgetown, since 1863. More than two-fifths of the whole amount has passed through my hands, as agent of the two associations which have taken a leading share in the work. The estimate is exclusive of books and clothing donated, and is believed to be under the truth:

In 1863-'4, by all societies and individuals.....	\$8,500
In 1864-'5, " "	39,000
In 1865-'6, " "	35,500
In 1866-'7, " "	35,000
In 1867-'8, " "	17,000
Total.....	\$135,000

The amounts expended by each of the leading organizations are estimated as follows:

By Pennsylvania F. R. Association, (afterwards Pennsylvania Branch Commission,).....	\$32,500
By New York F. R. Association, (afterwards New York Branch Commission,).....	24,000
By New England F. A. Society, (afterwards New England Branch Commission,)	6,000
By National F. R. Association of District Columbia, (contributed from North,).....	1,500
By American Missionary Association	14,500
By Philadelphia Friends	13,500
By New England Friends.....	7,000
By Reformed Presbyterian Mission.....	11,500
By Old School Presbyterian Mission.....	6,500
By American Baptist Home Mission, (including New England F. R. Commission,).....	8,000
By African Civilization Society	3,000
By American Tract Society.....	1,000
By Free Baptist Mission.....	1,000
By other societies and individuals	5,000
Total.....	\$135,000

If to this we add the very moderate estimate of \$15,000 for books and clothing donated from these sources, we have a total of not less than ONE HUNDRED AND FIFTY THOUSAND DOLLARS, a sum of which the Christian benevolence of the North has no reason to be ashamed, and for which this District has cause to feel profoundly grateful.

Such is a brief history of the free colored schools of Washington and Georgetown, to the end of the school-year in 1867. I will now proceed to present a report of the schools for the school-year ending June 30, 1868.

REPORT FOR 1867-68.

At the close of the school-year of 1866-67, several of the associations which had maintained schools in this District were led to withdraw therefrom, on the representation that no further aid was needed—that the Trustees of Colored Schools would have sufficient means at their command to maintain the schools for the future. Believing that this was (as the event has proved) a delusive expectation, I used my utmost endeavors to prevent it. By urgent representations of the facts, I succeeded in inducing the New York and Pennsylvania Commissions, which had already done a most noble work at this capital, to return each eight teachers, to supply the school-houses in M street and at Georgetown; the New England Friends to continue their Mis-

sion with five teachers; and other parties to send three—making twenty-four in all. Besides these, I succeeded in retaining another, who had been sent here as a missionary teacher, but was advised to go elsewhere. On the proposal of the two Commissions first named, your Board, jointly with them, engaged me to superintend the schools.

My duties as Superintendent have never been defined; but since there has been no one to share with me any considerable part of the labor involved in the organization, management, and supply of the schools, I have been obliged to make a much broader interpretation of these duties than is customary in cities where the school-systems have become more completely developed. Not only has it fallen to my province to supervise all that relates to the business of teaching and discipline in the schools, the keeping of proper records, statistics, etc., but also to give personal attention to almost every item of repairs, supplies of fuel, and, to some extent, of books and stationery, for the fifty to sixty school-rooms under my charge. To claim that all this has been well and properly done is more than I can venture. For the greater part of the time any three active men would have found full employment in this range of duties.

I entered upon my work on the 14th of September. The schools were to open October 1st. Many repairs and improvements were necessary in the old school-buildings; two new school-houses were in process of construction, but unfinished; a general system of organization and gradation was to be planned; a series of regulations for all schools was to be drawn up, with special rules for each large school-building; forms of registers, records, monthly reports, and other necessary blanks, were to be prepared; several new teachers were to be examined previous to appointment; and all were to be assigned to their several positions and locations—a work of no small difficulty and delicacy.

The trustees had engaged the services of fourteen teachers who had been employed by northern associations during the preceding year; also of seven who had been in their own employ, and ten new ones were appointed, making thirty-one in all in the employ of the trustees at the beginning of the year. Four others were appointed at a later day.

The New York Commission sent 8, the Pennsylvania Commission 8, the N. E. Friends 5, the Reformed Presbyterian Mission 2, subsequently 2 more, the Hartford Association 1, the Bangor Association 1, and soon after the Holliston (Massachusetts) Association 1, the Universalists of Maine 1, and the New England Commission and the Rochester (N. Y.) Anti-Slavery Society each a teacher of sewing, 29 gratuitous laborers in all.

The Pennsylvania Commission was induced to discontinue the support of its eight teachers after January 1, and this was assumed by the trustees from that date.

The new school-house in the Fourth district (Island) was not ready for occupation until October 28, and that in the Second district not till November 4.

Nineteen schools were opened October 1, two October 3, fifteen October 7, two October 9, one October 10, four October 21, eight October 28, four November 4, one November 25, one December 18, one January 13, one January 27—59 in all. Two schools in the Third district (Capitol Hill Barracks) were discontinued in March, in consequence of the demolition of the building in which they were held.

In order to secure the benefits of uniformity of system and of regulations in all the schools, the proposition was made, at the outset, with the sanction of the Board, to the superintendents and teachers of the several associations, that, on condition of placing their schools under the regulations of the trustees, keeping the required records, and reporting monthly to your superintendent, submitting their schools to his inspection, the incidental expenses of the schools would be defrayed by the trustees. This proposition was readily accepted by all parties. The Presbyterian Mission, however, saw fit to withdraw from the arrangement in December. Its continued observance by all other parties has been of great value to the discipline and harmonious progress of the schools.

SUMMARY OF STATISTICS.

The following is a general summary of statistics for the school year:

Total colored population of Washington in Nov., 1867*.....	31,397
Total colored population of Georgetown in Nov., 1867.....	3,284
Total colored population of both cities in Nov., 1867.....	34,681
Increase since 1860, Washington, 20,984; Georgetown, 1,349; both 22,333.	
Number of colored children between the ages of 6 and 17 in Washington.....	8,391
Number of colored children between the ages of 6 and 17 in Georgetown.....	894
Total.....	9,285

*This census, taken by the Bureau of Education in November, 1867, was doubtless imperfect, yet there is no question but that it *under-states* rather than *over-states* the actual population.

Increase since 1860 in Washington.....	4,192
Number of school buildings owned by trustees of colored schools.....	5
Number of rooms in same.....	36
Number of seats.....	976
Number of buildings owned by other parties, occupied by schools.....	12
Number of rooms in same.....	28
Number of seats.....	2,464
Number of rooms occupied.....	23
Total number of rooms.....	64
Total number of seats.....	3,440
Per cent. of seats on number of children.....	37
Number of teachers employed by trustees at end of term.....	40
Number of teachers employed by other parties at end of term.....	15
Total.....	55
Largest number of teachers employed by trustees (January, February, March and April).....	41
Average number teachers employed by trustees for year.....	37
Average number teachers employed by others for year (2 sewing).....	23
Average number employed by all parties.....	61
Largest number of schools sustained by trustees.....	41
Average number.....	37
Largest number of schools sustained by other parties.....	25
Average number.....	21
Largest average number of pupils belonging to school in any month (February).....	2,969
Largest average attendance in any month (February).....	2,639
Average number belonging to school from Nov. 1 to June 30..	2,816
Average attendance for same period.....	2,523
Per cent. of attendance on the whole number of children of school age.....	27
Average number of pupils to a teacher.....	48
Number of schools in which grammar was studied.....	9
Number of schools of lower grade.....	51
Per cent. of average attendance in all schools for the year.....	89
Per cent. of average attendance in grammar schools.....	90
Per cent. of average attendance in lowest grade of primary schools.....	89
Highest per cent. of attendance for the year in any school (No. 3, First District, Miss Kate G. Crane, teacher).....	96.3
Next highest per cent. (No. 9, First District, Miss M. R. Mann, teacher).....	94.7
Next highest per cent. (No. 1, Fourth District, Miss E. L. Crane, teacher).....	94.5

The following tabulated summary gives the total monthly statistics during the year of all the day schools reported to me, with the totals or averages for the year:

Summary of Monthly Statistics of Day Schools reported to Superintendent for year 1867-8.

Months.	No. of schools.			No. of teachers.			Continued from previous month.	Admitted by transfer.	Otherwise admitted.	Transferred to other schools.	Left school.	Seats forfeited.	Suspended.	Re-admitted.	Expelled.	No. belonging last day of month.	Present every half day.	Punctual every half day.	Receiving certificates of merit.
	Trustees.	Others.	Total.	Trustees.	Others.	Total.													
October.....	27	24	51	27	23	50	2,210	45	2,893	36	84	23	26	13	6	2,760	865	479	31
November.....	31	25	56	31	26	57	2,210	143	728	171	142	78	75	51	15	2,748	1,185	743	52
December.....	32	25	57	32	26	58	2,542	105	428	171	171	191	40	37	16	2,645	712	470	58
January.....	41	20	61	41	21	62	2,041	318	537	310	261	139	35	55	18	2,648	812	524	83
February.....	41	19	60	41	20	61	2,680	19	351	15	225	103	59	71	14	2,704	1,037	772	132
March.....	41	19	60	41	20	61	2,631	251	400	225	300	107	27	40	12	2,697	1,149	830	127
April.....	41	19	60	41	20	61	2,539	211	427	253	288	52	24	32	11	2,657	1,270	903	147
May.....	41	19	60	40	19	59	2,368	36	345	18	252	61	36	29	10	2,663	638	738	98
June.....	40	14	54	40	13	53	2,241	9	312	3	203	38	14	17	10	2,128	870	576	56
Total.....	*37	*21	*58	*37	*21	*58	*2,167	1,107	6,241	1,114	1,926	792	336	345	112	*2,627	*981	*689	784

* Average.

SUMMARY—Continued.

Months.	Tardiness.	Dismissals.	Presences half days.	Absences half days.	No. of different pupils.	Average number present.	Average number belonging.	Per cent. of attendance.	No. corporally punished.	No. furnished with books.	Cost of books supplied.	Visits of trustees.	Visits of Superintendent.	Visits of parents.	Visits of other persons.	Members "Vanguard of Freedom."
October.....	2,013	119	35,275	4,106	2,137	1,610	1,965	78	42	16	\$7.35	9	111	50	8	8
November.....	4,269	255	88,846	7,987	3,076	2,493	2,748	91	70	38	21.97	5	112	91	66	.....
December.....	3,589	180	71,463	13,352	3,072	2,349	2,759	85	44	42	8.94	10	90	97	80	.....
January.....	3,935	220	97,658	13,722	3,218	2,376	2,719	87	54	41	17.27	10	107	115	81	.....
February.....	2,858	182	92,424	9,597	2,987	2,489	2,769	90	66	31	9.21	2	70	98	92	.....
March.....	2,161	284	98,134	9,569	3,184	2,464	2,710	90	91	38	14.10	2	91	82	148	954
April.....	1,373	125	76,925	7,472	3,217	2,410	2,647	91	84	49	14.08	1	90	67	168	828
May.....	1,988	214	92,108	9,150	2,947	2,387	2,617	91	98	14	2.83	0	72	102	90	1,074
June.....	1,495	115	83,040	7,987	2,376	2,013	2,196	91	55	31	15.91	59	71	133	88	77
Total.....	23,681	1,734	735,933	82,402	42,913	2,278	2,573	89	594	260	111.68	118	814	835	731	4,1074

* A juvenile temperance organization.

† Average.

‡ Largest.

OTHER SCHOOLS.

In the foregoing statistics are not included four schools, of a partly theological character, mainly for adults preparing for the ministry. These were supported by benevolent or missionary societies, and were reported to the Freedmen's Bureau, in May, as follows:

	Schools.	Teachers.	Pupils.
By National and Ladies' Ed'l. Societies.....	2	11	97
American Baptist Home Mission.....	1	3	29
National Theological Institute.....	1	2	36
Total.....	4	16	162

NIGHT SCHOOLS.

Early in January, I was authorized and directed by the Board to make the necessary preparations, and open in different sections of the two cities night schools for the instruction of such colored persons as were unable to attend the day schools. The number of teachers authorized to be employed at first was fixed at fifteen, but afterwards increased to twenty. The compensation allowed was one dollar for each night's session, of two hours. The schools generally were kept up until the 9th of April, (Easter holidays,) though four were continued through May, and two through June.

The following summary of the monthly reports gives the full statistics of these schools:

Statistics of Public Night Schools.

Months,	No. of schools,	No. of teachers,	No. of nights,	Length of session, hours	No. of pupils,	Average attend.	Over 15 yrs. age,	Read and spell,	Study arith'm.	Study geog'y.	Learning to write.
January	20	20	167	2	622	463	492	518	227	83	81
February	20	20	306	2	710	474	539	675	314	58	57
March.....	20	20	328	2	580	401	430	580	268	92	236
April.....	19	19	143	2	551	334	407	549	156	61	310
May.....	4	4	44	2	142	86	100	130	20	3	60
June.....	2	2	43	2	75	43	52	58	0	10	23
Total.....			1,011	2	*447	300	*236	*418	*164	*51	*158

* Average.

OTHER NIGHT SCHOOLS.

In addition to these, several free night schools were maintained for a considerable portion of the winter, by other parties, as follows:

	Teachers.	Pupils.
At East Capitol Barracks, by T. Torrey.....	5	125
At Soldiers' Free Library, by J. R. Fletcher.....	5	100
At cor. Ninth and E sts., Island, Liberal Assoc'n.....	5	100
At cor. Twenty-second and I sts., Ladies' Ed'l. Asso..	5	100
Total	20	425

School-houses occupied, and their capacity.

Location.	Owned by.	No. of rooms.	No. of seats.	No. of pupils in March.
<i>First District.</i>				
M street, near Seventeenth, west.....	Trustees.....	8	444	405
Corner N and Seventeenth streets.....	Miss Mann	1	40	30
Barracks, I street, near Seventeenth, west.....	Government	4	204	162
Corner Twenty-fourth and F streets.....	Government	4	200	137
Corner Thirteenth and R streets.....	N. E. Friends.....	4	210	211
C street, north, between Twelfth and Thirteenth, west.....	J. Bligh.....	1	60	54
Total First District.....		22	1,158	999
<i>Second District.</i>				
O street, between Fourth and Fifth, west.....	Trustees.....	8	444	381
Judiciary Square, corner Fifth and E streets.....	J. Rumsey.....	1	80	83
Kendall Green Camp, S street, east, and M, north.....	Government	2	110	114
Total Second District.....		11	634	578
<i>Third District.</i>				
C street, south, between Second and Third, east.....	Trustees.....	4	200	212
Lincoln Chapel, Twelfth, east, and D, north	Government	4	200	490
Total Third District.....		8	400	302
<i>Fourth District.</i>				
Corner Ninth and E streets, Island....	Trustees.....	8	444	384
E street, south, between Ninth and tenth.....	A. Bowen.....	1	50	40
Delaware avenue, between H and I streets, south.....	Government.....	2	110	44
Barracks, Sixth street, near M, south	Government.....	4	200	200
Total Fourth District.....		15	804	668
<i>Fifth District.</i>				
East street, Georgetown.....	Trustees.....	8	444	363
Grand total.....		64	3,440	2,910

*Including the number in another building, which was demolished in March.

Number of children in each district, by late census: First district, 3,252; second, 2,023; third, 1,398; fourth, 1,718; fifth, 894; total, 9,285.

Of the rooms included in the above, five were unoccupied for want of teachers—namely, 1 in the first district, 3 in the third, and 1 in the fourth. These are capable of seating 250 pupils.

School Property belonging to the Trustees of Public Schools.

District.	LOCATION.		Land, Square feet.	Dimensions of building.	No. of stories.		No. of rooms.	No. of seats.	Material of building.	Condition.	Est'd value.
	Square.	Street, &c.									
1	182	M street near 17th...	About 22,800	48x72	2	8	444	Wood.	Poor...		\$4,500
1	73	21st street near K...	11,765	48x88	3	9	450	Brick.	Unf'd		26,000
2	511	O st. bet. 4th and 5th	8,640	45x88	2	2	141	Brick.	Good..		9,000
3	762	C st. south, bet. 2d and 3d st. east..	6,300	18x42	2	4	200	Wood.	Fair...		3,000
3	985	12th st. east and D street north†.....	10,000	30x125	1	4	200	Wood.	Fair...		5,000
4	412	Cor. 9th and E sts....	8,000	45x88	2	8	414	Brick.	Good...		10,000
4	590*	Del. av., bet. and H I streets south.....	7,550	25x50	1	2	110	Wood.	Bad....		750
5	.....	East st. Georgetown	5,800	40x88	2	8	414	Wood.	Fair...		3,000
		Totals.....	80,855	.....	.....	51	2,736	.....	.....		61,250

GENERAL RESULTS.

It will be seen by the foregoing statistics, that there have been during the past year from eight to ten less teachers in employ by all parties, and about one thousand less pupils in school, than during the previous two years. This loss, occasioned by the inability of the trustees to sustain the number before supplied by the benevolent associations, was in some degree compensated by the better organization, more complete grading, greater regularity of attendance, and more thorough instruction of the schools in general. The teachers, as a body, were earnest and faithful in their work, though possessed of varying degrees of skill. Being (with unimportant exceptions) under one superintendent, one system of regulations, and a uniform course of instruction, the results in the schools were more definite and tangible than heretofore, and, as a whole, were exceedingly satisfactory. Progress and improvement in nearly all respects were markedly observable at the closing examinations, as compared with those of any preceding year. Indeed, the progress which has been made in organizing and perfecting an efficient school system in so brief

* East of.

† The buildings on these lots are at present held by the Government, but will doubtless be transferred to the trustees for school purposes on application to Congress.

a period has probably few parallels in any part of the country. The capabilities of the pupils in general for acquiring knowledge have been demonstrated to be not inferior to those of any class of children in the country, while the rate of advancement of beginners, where their teachers have possessed a fair degree of skill, has been found to be generally twice, and in some instances *four times*, as rapid as that prescribed in the school systems of our northern cities.*

Nevertheless, we have by no means arrived at perfection; and I now propose to specify, under appropriate heads, several deficiencies which should receive special attention in the future management of the schools.

READING.

It was apparent at our last examination that, with some very creditable exceptions, the reading in our schools was not up to a proper standard of excellence. It was characterized too generally by a lack of spirit, of naturalness in expression, and of distinctness and accuracy of utterance, all of which are indispensable qualities of good reading. This deficiency was more marked in schools of the secondary and intermediate grades, than in either the lowest primary or the grammar departments.

Comparatively few teachers appear to be skillful in teaching this accomplishment, and it is probable that comparatively few have ever themselves been properly taught to read. Yet all will agree that it is an acquirement of the very first importance, and should take precedence of all other branches in our rudimentary schools. It was observed that in general the pupils were much more proficient in arithmetic and geography than in reading.

Good reading cannot be taught without study, earnest application, and constant efforts to improve, on the part of the teacher, so that she can continually present a good example for imitation by her pupils; for it is by the teacher's example, more than by all other means, that pupils acquire a good style of reading. She should take pains to listen to the best readers and elocutionists, and to submit her own performances to criticism at every opportunity. The formation of reading clubs for mutual criticism among teachers might be extremely beneficial. Or the superintendent, if not overburdened with other duties, might meet

* In Boston the time prescribed for completing and reviewing the primer in the primary schools is one year; in Chicago fourteen months. During the last year our schools have generally accomplished this in six months, and some classes in three months.

the teachers in classes, once or twice a month, for exercises in reading and vocal culture. (This was contemplated during the past year, but was prevented by the overwhelming pressure of labors not properly pertaining to the functions of a superintendent.) Or, again, some of the more experienced and successful teachers in reading, in the several districts, might be employed, for a proper compensation, to meet their less experienced associates, for practice and improvement in this branch.

It is deemed important, for the efficiency and credit of the schools, that these or some other adequate measures should be taken to remedy the deficiency here pointed out.

Much improvement has resulted, in many of the schools, during the past year, from the introduction of the practice of phonic analysis, or spelling by sounds. Where this has been pursued with thoroughness and accuracy, the enunciation of the pupils has been greatly improved, especially in the primary classes. This method, or its equivalent, is now universally practiced in the best schools of our country, and there are none where its benefits are more needed than in ours, on account of the habits of imperfect enunciation which most of our pupils form before they enter school. Some of our teachers, however, have failed to make use of it, or to qualify themselves to employ it properly, either from a lack of appreciation of its value, or a disinclination to attempt anything they have not been accustomed to. In my judgment, this method, or some equivalent means of specifically training the vocal organs, should be insisted on in all our schools for the future; and the ability to employ it should be considered an indispensable requisite in a teacher.

In this connection, I would invite your attention to what appears to be a valuable aid in this matter of vocal culture and the attaining of a correct pronunciation, as well as a great help to beginners in learning to read. I refer to "LEIGH'S PRONOUNCING ORTHOGRAPHY," a method of representing all the different sounds of the alphabet by slightly modified forms of letters, so that the same form of letter shall always represent the same sound. This is exemplified in a series of charts containing progressive exercises in enunciation, for use in the schoolroom; also in editions of the primary reading books used in our schools, printed in the peculiar and ingenious typography invented by Dr. Leigh. This method has been carefully tested in schools in Boston, New York, and St. Louis, and with such satisfactory results in shortening the time of learning to read, and securing a good enunciation, as to lead to recommendations from high authorities for its general adoption. I obtained from the author

last winter a donation of several sets of his "Sound Charts," which have been put to good use by a number of teachers in the vocal training of their pupils. I also obtained some copies of Leigh's edition of Hillard's primer, and had a partial trial made of its merits in one school—namely, that of Miss Cochran, at Kendall Green camp—with such results as to show at least the desirableness of giving it a more full test. The trial was interrupted by the sickness and resignation of the teacher in May; but the indications thus far were that, by the use of these methods in the hands of skillful teachers, *the time and labor of learning to read may be reduced to one-half or one-fourth of that usually required by the old methods, and a much more clear and correct enunciation be at the same time secured.* You will doubtless agree with me, that if even a fraction of this can be realized, after a full and fair trial, it is of vast moment that this improvement be introduced into our schools at the earliest practicable day. Children in our times have so much to learn in order to be qualified for the duties of life, and the majority of the children whose education is entrusted to you have so few years to spend in school, that it seems little less than a crime to waste time and money on old and plodding methods, with unprogressive teachers, when improved and more expeditious modes and wide-awake teachers can be had for the same money.

SPELLING.

The recent examinations showed a fair degree of proficiency in oral spelling, especially in the primary classes. But experience has proved that many pupils who will in this way spell correctly the words pronounced to them from the columns in the spelling-book, make numerous mistakes when they attempt to write the most common words in a letter or a composition. Hence the need of special attention to *written* spelling. The gold medal offered by William Ballantyne, Esq., near the close of the last term, to the best speller, had the effect of awakening much interest in this matter in the grammar schools. The results, as developed at the spelling contest, were very creditable for the time. But it is to be hoped that another year will show much progress in this particular.

I am not altogether clear that the offering of a medal or prize, which can be awarded to but one individual, is the best method of stimulating interest in this or any other branch of education. It is open to objection on several grounds, not the least of which is the dissatisfaction, ill feeling, and accusations of unfairness in the award, which are almost sure to result on the part of the

disappointed competitors. *One* only is pleased and satisfied—*all others* are displeased and unhappy. It would be far better if all pupils could be inspired by their teachers with the love of knowledge, of excellence, and of accuracy, for their own sakes, as an incentive to effort, rather than the selfish pleasure of triumphing over their fellows in the possession of a medal. Yet if it be thought best to offer prizes of any kind, I would suggest that there be one *first* and several *secondary* ones, and that the offer be made at an early day in the coming school year. I would also recommend that the intermediate as well as the grammar schools be allowed to compete for the prizes, and that in awarding the first prize the *school* which shows the highest degree of accuracy should be first selected, and then the *pupil* who stands highest in that school.

WRITING.

The penmanship in our schools hitherto has been far from satisfactory. Though many pupils have made great improvement, and the generality of them have shown capabilities for becoming excellent penmen under proper guidance, yet the art of writing has been taught in a very unsystematic manner, and the results fall far short, in elegance and general excellence, of what might be attained. Few of the teachers appear to have any special skill in teaching penmanship.

I would earnestly advise the employment of a competent professor of penmanship, to first instruct the teachers in the art of teaching this branch, and then, for a time, to supervise their work in the school room. Probably an arrangement for this purpose can be readily and cheaply made with one of the business colleges established in this city.

SINGING AND MUSIC.

It is agreed on all hands that colored children have a natural talent for vocal music. It is a mistake, however, to suppose that this talent does not need careful culture in order to produce a fine and tasteful execution. In those of our schools whose teachers have happily possessed the ability to develop and train the musical faculty in their pupils, the results have been extremely pleasing and captivating, beyond, probably, what is attained among any other class of pupils. But all our teachers do not possess skill to teach others in this branch. In many of the schools, therefore, the daily exercise of singing has been confined

to little else than the wearisome repetition of threadbare Sunday school songs, and that in a not very tasteful or artistic manner.

More than this, but little attempt has been made, thus far, in any of our schools to teach musical notation, or the reading of music. This is now generally considered an important part of public school instruction, especially in cities. It should, at least, be introduced into all our schools of higher grade. And I trust the time is not far distant when it will be taught also in the primary schools, in connection with the rudiments of ordinary reading and arithmetic, as is now done in some of our northern cities. It is usually supposed that musical notation is too difficult to be learned by young children, but experience has shown that they acquire this, when properly taught, with just as much facility as they learn the meaning of A, B, C, or 1, 2, 3, and that they learn it with as much greater readiness when young than at a later age, as they do the alphabet or the multiplication table. If, therefore, musical notation is to be taught at all in our schools, economy would dictate that it be commenced in the primary grade.

It is, however, deemed very important that at least one special teacher of music should be employed, first, to aid those teachers who are not gifted in this department, and, secondly, to teach musical notation in the higher grades of schools.

NIGHT SCHOOLS.

The question has been raised whether the night schools maintained by the trustees the last season were of sufficient utility to compensate for their cost. It is difficult to form an estimate of the value of some of these schools. A style of conducting them had come in vogue, under the volunteer system, which was not conducive to very definite or satisfactory results. Pupils came bringing various spelling or reading books, in which each was determined upon making his or her own way independently of all others. It was difficult to make any classification, or to assign uniform lessons; and if classes were formed and lessons assigned one evening, perhaps the next would find one half the pupils absent, new ones taking their places, and a new classification necessary—few being able to command their time so as to attend with any regularity. Under such circumstances, the teacher could do little more than spend a few minutes with each pupil individually, and with a very limited number of them. Thus his time and strength were expended to a great disadvantage, as compared with what is done in a well-classified and regularly-

attended school. Some pupils possessing the power to apply themselves persistently, out of school as well as in, would make good progress even with such irregular attendance and teaching, but others evidently accomplished little, if anything, and soon became discouraged.

The schools, however, were not all conducted in this way. Some of the teachers insisted upon uniformity of books and regularity of attendance, and succeeded in obtaining both to a good degree, by refusing admission to such as did not comply with the conditions. In these cases the schools were well classified, their exercises conducted with regularity, and the progress of the pupils was all that could have been expected.

I would recommend, that, for the future, in the night schools, only teachers of good qualifications be employed, and only such pupils be admitted as can conform substantially to the conditions of a well regulated school, as indicated above. The numbers will undoubtedly be much smaller, but the results proportionately more valuable.

EXPULSIONS—NEED OF A REFORM SCHOOL.

By reference to the summary of statistics before given, you will observe that 112 pupils were expelled from the schools during the year. These were of both sexes, but mostly boys. They were expelled, in most cases, for such persistent insubordination, or such acts of immorality, as rendered their membership in school pernicious and intolerable.

While it is necessary for the good of the schools and the welfare of the pupils generally, that such vicious children should be debarred from them, yet the good of these unfortunates as well as of the community at large, requires that some proper provision should be made for their discipline and education. They, of course, consist, with few if any exceptions, of children who are under no proper control or training at home. To exclude them from school is usually to turn them loose from all wholesome restraint, and deprive them of all chance of mental or moral improvement. Besides, in many cases, the schools are by no means rid of their evil influence by expulsion, since they often hang about the schoolhouses day after day, occasioning in some instances greater annoyance than while members of the school. They are thus growing up to be pests of the community, and adepts in all vice and crime.

Immediate measures should be taken to secure for this class a Reform School, where, under a firm but kind and parental

discipline, these unfortunate and worse than orphaned children may be trained to usefulness and virtue. A law making provision for such a school, irrespective of color, was passed by Congress three or four years since, but it has proved inoperative, either for want of the required appropriations from the city, or on account of the appointment of an inefficient Board of Trustees. Some means should be found for carrying out the beneficent intentions of Congress in this matter.

I think it proper to add that, in my judgment, our teachers, though in all cases of "the gentler sex," have succeeded remarkably well in the management and control of their pupils. The *ability to govern* does not depend on muscular power. It is a noticeable fact that some of the frailest of our teachers, physically, have exercised the most potent control over their pupils.

NEED OF MALE TEACHERS.

While female teachers are unquestionably the best, in general, for the management and instruction of young children, yet there is little doubt that the character and efficiency of our schools could be much improved by the employment in some positions of male teachers of the right stamp. Large ungraded schools, like those at Kendall Green camp and Lincoln Chapel, should be in charge of vigorous and capable men. Those schools are so located as to be inaccessible in wet weather by females without great fatigue and exposure, and the character of the pupils is such as to severely tax the strongest constitution in a teacher. The three teachers who have been engaged at these locations during the past winter have all sacrificed their health, two of them nearly their lives, in the effort to discharge their duties.

A male principal, of suitable capabilities, at the head of each of our large graded schools, also would unquestionably give to them higher efficiency and success. The government of a school should pattern after that of a well-regulated family, in which, by Divine appointment, both masculine and feminine elements are combined. This would result from the employment of a properly qualified male principal, charged with a general oversight of all the schools in each large school building. He would, also, to an extent not to be expected of a lady principal, be able to suppress disorder on the playgrounds, and to protect the schools from disturbance by evil-disposed persons on the outside, which latter has been a source of great annoyance in some localities.

DISCIPLINE—CORPOREAL PUNISHMENT.

With few exceptions, the discipline in our schools has been good. That is to say, the teachers generally have appeared to

have a high standard of order, and to be in a good degree successful in bringing their schools up to it. Some have done this with little or no corporeal punishment, while others have felt compelled to resort to this more or less frequently.

You will observe that 594 cases of corporeal punishment have been reported during the year. I believe these usually have been very slight. In only two or three instances has complaint been made to me, by parents, of bodily injury inflicted on pupils by their teachers; and in these cases it proved to be the result of violent resistance to discipline on the part of the pupils. And it is worthy of note that in all these cases the teachers were colored. Not a single instance do I recollect, during the past year, of complaint of harsh treatment against a white teacher. On the contrary, the common complaint has been, against both colored and white teachers, that their discipline was too lenient. Or, to quote the words of a parent who evidently had been deprived of the advantages of school himself, "the teachers is *too soft* with 'em; they must beat 'em more. Chil'n needs a heap o' beatin' to make 'em 'ave, and make 'em larn."

This opinion, of the indispensable necessity of the rod as a means of discipline for children, has existed in the world probably ever since there were children to discipline. Nevertheless, modern experience has seriously called it in question, and suggested at least the possibility of a more excellent way. If equally good or better results can be reached by methods less repulsive to the finer instincts of our nature, all will agree that they should be preferred. The question of prohibiting by law the infliction of corporeal punishment in any case in school, has been agitated and fully discussed during the past year in some of our older communities. After reviewing the whole matter, I see no reason to modify the views expressed in my report for November last, as follows:

"Repulsive as this mode of discipline is, there are cases in which it seems the only available resource. There is a stage in the mental and moral development of most children, when the higher sensibilities are too weak, and have too little controlling power, to be successfully appealed to for proper guidance of their conduct; and only the dread of physical pain is sufficient to restrain them. If all teachers were largely gifted, as some are, in the power of mental and moral control over others, and if the exigencies of the school-room would allow of their waiting until the mental and moral powers of every pupil should become sufficiently developed, they might dispense at once and forever with all modes of inflicting physical pain. But all teachers, unfortunately, are not thus gifted; and order must be promptly secured, else the school is of little value to any.

"Yet it is believed that persons possessing a sufficient measure of the power referred to, to enable them to become successful teachers,

will find the occasions calling for corporeal punishment to grow more and more rare, until they cease altogether, at least with pupils who continue for any length of time under their influence. Hence the propriety of the declaration in our School Regulations that 'a frequent resort to, or reliance upon, corporeal punishment will be regarded as evidence of unfitness for the position of teacher.' "

It is worthy of note that those schools which have reported the largest number of cases of corporeal punishment have by no means been the best governed. But, on the other hand, it should be remarked that many of the pupils have evidently been accustomed, before entering our schools, both at home and in badly-conducted private schools, to only the harshest modes of discipline, such as have not tended to develop their higher sensibilities; and it has taken time for them to adapt themselves to better methods. The case of a boy sent to me as incorrigible, by a teacher who was endeavoring to dispense with the rod, well illustrates this state of things. I asked him if his teacher had not treated him kindly, and done all she could to help him in his studies. He answered, "Yes, sir." "Why, then, do you not try to conduct yourself properly, and to please and help her?" He replied, frankly, "Well, the fact is, where I have been to school before, I have always been used to being whipped by the teacher, and I don't know how to behave without it!" (He had formerly attended a private or "pay" school.)

In such cases the alternatives are the rod (for a time) or expulsion, and some of the best teachers have, in many instances, chosen the former as the better for the pupil, although repugnant to themselves. While, therefore, I would not advise, under present circumstances, the absolute prohibition of corporeal punishment, yet I would stimulate teachers to the substitution for it of higher motives, by appealing to the mental faculties and the moral and religious sensibilities of their pupils. Not all persons who seek the responsible position of teacher have the natural *ability to govern*, more than *aptness to teach*. Where this exists, the rod will be little required; and where it does not exist, the rod is a miserable substitute. It is to be hoped that ere long, with the prevalence of a wiser discipline in families, and the selection of teachers of greater mental and moral force, all necessity for the repulsive practice of inflicting physical pain as a means of discipline in our schools will cease.

CHANGE OF TEXT BOOKS.

At the commencement of the last year two or more different series of reading and spelling books were in use in the schools,

one of which was much disliked by many of the best teachers. A change was necessary for the sake of uniformity as well as for the obtaining of a more satisfactory series of books. An arrangement was therefore made with Mr. Ballantyne, bookseller, by which the old books in use were exchanged for the same excellent series that are in use in all other public schools in this district, namely, Hillard's readers and Worcester's spellers. This was effected without expense to the trustees, and at a very trifling cost to pupils. By the same advantageous arrangement books were furnished to all pupils for a time at one-half the usual prices, and, through the superintendent and teachers, they were so supplied that pupils could pay for them in small sums as they could obtain the means. In this way, though it entailed much extra labor and care upon both superintendent and teachers, many pupils, or their parents, were enabled to purchase books which they could not otherwise have obtained, and at a saving of hundreds of dollars in the aggregate.

We have thus secured one of the best series of reading books now in the market, and the same being adopted in all other public schools in this District, there is no probability of another change being required for some years to come.

SUPPLY OF BOOKS TO THE INDIGENT.

By direction of the trustees, the teachers were authorized to call upon the superintendent for books, to be supplied at the public expense, for the use of pupils in cases where they or their parents were unable to purchase for themselves. Teachers have been required to furnish certificates in such cases, based on personal investigation, and a record has been kept in the superintendent's office of all pupils thus aided, and of all books supplied, with their cost. It was also required that all books thus supplied should be returned to the school in case of the pupil's leaving, or at the end of the term. These requirements have been complied with to some extent, but not fully.

The total number of pupils thus supplied, wholly or in part, with books was 300, and the cost was \$157.48*, less than fifty cents each on an average—which is believed to be a very small sum in comparison with what has been appropriated for similar purpose in the white schools of this city. It is certainly very creditable to the colored people as a whole, many of whom have

*The number and amount given in the "Summary of Statistics," page 19, as reported by the teachers, are not complete. The above is the amount shown by the superintendent's record.

been scarcely able to procure bread for their children, that they have so generally purchased their school-books.

REVISED COURSE OF INSTRUCTION.

The "programme of parallel studies" in use at the beginning of the year being out of print, and having been found faulty in some particulars—chiefly in that it required an advancement in arithmetic and geography disproportionate to the pupil's progress in reading—a revised course of instruction was prepared and printed in February last. The preparation of such a programme is one of the most difficult, as well as most important, duties devolving on the supervisors of public instruction. It is not presumed that this revised course will subserve more than a temporary purpose; but it may answer, with slight modifications, until the anticipated remodelling of the entire public school system of this District shall call for a more complete and satisfactory one.

TARDINESS.

I would call your attention to the large number of cases of tardiness reported in the Summary of Statistics, namely, 23,681. These result, no doubt, in part from the want of time-pieces, or other accurate means of ascertaining the time, on the part of many of the parents; but more from the prevalence of a general dilatoriness, or want of promptness, which has become somewhat habitual among the people as a class. This is a very pernicious habit in its effects upon the character for life, and it should be one of the special objects of the public school to correct it, and in its place establish the love of promptness and punctuality.

Great efforts were made on the part of most of the teachers to remedy this evil, and with much success. You will observe that there was a steady diminution of tardiness, from November, when they reached 4,269, to June, when they were only 1,495.

In consideration of the lack of time-pieces among the people, and of bells on the schoolhouses to apprise the pupils of the hour, the regulations have hitherto allowed pupils who should arrive at their school rooms at fifteen minutes past nine o'clock to be admitted, but marked as "*tardy*," thus losing the credit and the rank they would have attained by punctuality. It was hoped that the disgrace of this would be a sufficient corrective of the evil; but it has not proved such in large numbers of cases.

Pupils, even when on the ground in season, will take advantage of this leniency and remain outside to the latest possible moment. And the evil of this is greater than appears at the first view. The opening devotional exercises of the school-room are intended to have, and when properly conducted *do* have, a quieting and salutary influence upon the pupils who are present, putting them into a calm and docile frame of mind favorable to obedience and study. If, after this point has been gained—and every good teacher knows how valuable it is—a crowd of turbulent boys, fresh from rough play in the streets, is admitted, the salutary influence is at once rudely dissipated, and the disciplinary value of the devotional exercises is mainly lost to the whole school.

Were suitable bells provided upon each of our schoolhouses, to give due notice throughout the several districts of the approach of the school hour, the evil might be at once remedied, by positively closing the doors at the opening of school, except to such as should bring satisfactory excuses from their parents.

But perhaps a still better plan, instead of placing a bell upon each school-house, would be that generally pursued in northern cities, of procuring the ringing at the proper hour of a sufficient number of church bells in different sections of the city. This is a matter in which the white schools are equally interested with our own; and as it is thus a matter of general public concern, I see no reason why the corporation should not, if requested by the school authorities, make suitable provision in the case at the public expense. It is believed that the regular ringing of bells throughout the city, at half past eight o'clock daily, half an hour before the commencement of public business generally, would be a great public convenience, aside from its value to the schools.

I would add that I have heretofore repeatedly called the attention of the trustees of the public schools to this matter, and endeavored to secure their co-operation in obtaining this great convenience, but hitherto without success.

Another requisite for the promotion of promptness and punctuality is a clock in each school-room, to be placed in sight of all the pupils. This is of great importance for the regulation of the daily exercises of school, and it serves to train the pupils' minds to judge of the lapse of time, and to habits of regularity and exactness.

ATTENDANCE—ABSENCES.

While several of our schools attained a very creditable percentage of attendance during the year—as high, probably, as is

generally, —yet the average percentage of attendance in the schools as a whole (89) was hardly up to a proper standard of efficiency. Eleven per cent. of the whole time was lost, amounting in the aggregate to *eighty-two thousand four hundred and two half days*, or *two hundred and six years* of ordinary school time, reckoning two hundred school days to the year. This is a large drawback upon the usefulness of the schools, and one which ought not to be permitted.

It is evident that many of the parents and guardians, for whose benefit and that of their children these schools are maintained, need to be educated to a sense of their value and of the importance of regularity in attendance. While it is true that many of the people, by reason of their poverty, need the assistance of their children in efforts to obtain a livelihood—perhaps to a greater extent than is true of any other class—yet it is also true that many require or allow the absence of their children from school for very frivolous reasons. The doing of some errand, or performing of some trifling service, which might just as well be done out of school hours, unpleasant weather, the occurrence of various fairs, festivals, picnics, and ecclesiastical holidays—these, and many more equally unimportant excuses are constantly being given for absence from the duties of school, as if the latter were of the smallest consequence, and worthy of attention only when nothing else is on hand!

All parents should understand that the loss in such cases does not fall merely upon the pupils who are absent, though were it so the evil would be great. But since all pupils are necessarily taught *in classes*, the absence of one or more for a day or two now and then, operates to keep all others in the class from making that progress which they otherwise could attain. A class cannot well go forward faster than all its members advance. Such absences thus work to the loss and injury of even those pupils who are careful to be always present.

The entering of a child in a public school should be considered as a compact on the part of its parents with the school authorities, and with all other parents whose children attend the same school, to send the child regularly and punctually (sickness or imperative necessity only preventing) during the term of its membership. And this obligation should be as sacredly kept as any other.

But parents are not alone responsible for irregularity of attendance. Much depends also upon the school-room and the teacher, and these are provided by the trustees. If the school-rooms are made comfortable and attractive, as they always should be, and if the teachers fill them as they should with a sunny at-

mosphere of sympathy and affection, manifesting a genuine interest in the welfare of every child, looking carefully after absentees in all cases, and skilfully making the acquisition of knowledge what it was intended to be, a delight instead of an irksome task; if this is done, as it may be, the school will be more attractive than home or street, and there will be little trouble from truancy or voluntary absenteeism.

A MISAPPREHENSION TO BE CORRECTED.

While the people in general appear to highly appreciate the value of free public schools, and the superior excellence of those, for the most part, which have been maintained among them, there are those who are still under the misapprehension that a *free* school must necessarily be an *inferior* school, and that any private or "pay" school is superior. This mistake, however, is rapidly disappearing, and the trustees have but to see that the efficiency of the public schools is well maintained to remove it altogether.

CHILDREN NOT IN SCHOOL.

From the imperfect census of this District taken last November, it appears that there were in Washington and Georgetown 9,285 colored children between the ages of 6 and 17 years. The largest number at any time connected with the schools reported to me was during the month of February, when the average number belonging was 2,769. To this add the number attending other schools, estimated at 500, and we have the maximum number attending schools, namely, about 3,300. This shows that *nearly six thousand colored children, of the proper age, or about two-thirds the whole number in the city, were not in school, and could not have been received had they applied.*

This important fact should be urged upon the consideration of all friends of education at the national capital. The impression has gone abroad that this city has been amply provided with the means of educating at least her colored population, and that there is no need of further aid from any source. This is a serious mistake, and should be authoritatively corrected. The full benefits of the public school system will not be realized here until much larger provision is made for the support of schools, nor until parents, guardians, or employers are required by law to send all children under their charge to school for a proper length of time each year.

The table of "Schoolhouses Occupied, and their Capacity," on

page 21, will show the comparative need of accommodations in the several school districts, as indicated by the census and the statistics for March.

VISITS OF PARENTS AND CLERGYMEN.

It is gratifying to observe the increasing manifestations of interest in the schools on the part of parents, as shown in the greater number of visits by them than in former years, and by their increased attendance upon school examinations. The teachers report 835 visits of parents and guardians during the year. This, however, is a small number compared with the whole number of parents whose children are in the schools. Such visits are of great value, not only in strengthening the teacher and encouraging the pupil, but in giving parents such an insight into the mode of conducting schools, and the requirements of a good school, as should stimulate them to a greater regard for orderly conduct, and for regularity and promptness in attendance on the part of their children.

In connection with this topic, the question is often asked by the teachers, "Why do not the colored clergymen of the city more often visit our schools?" This is a question which I am unable to answer. It surely should be expected of the religious teachers and guides of the people that they would take a deep interest in the education of youth and lend their influence and sanction strongly for the support and improvement of the public schools. They should at least be sufficiently acquainted with them to know that the best methods of instruction are being employed, and that their influence is on the side of public morality, virtue, and true religion. Whether the clergymen of this District have been specially remiss in their duty in this regard I cannot presume to judge, but will venture to say that their more frequent visits to the schools will undoubtedly be welcome and encouraging to the teachers, and salutary in effect upon the pupils.

THE "VANGUARD OF FREEDOM."

As a means to the education of our pupils in virtue, and a safeguard against their enslavement to certain vicious and ruinous habits, a juvenile organization called the "Vanguard of Freedom" has been originated by your superintendent and introduced into the schools. It presents some features specially attractive to children, and pledges its members against the use of intoxicating drinks, tobacco, and profane and vulgar language.

More than one thousand of the pupils were reported in May as having taken this pledge, and it is believed that a large number have done so who have not been reported. Where teachers have manifested a proper interest in this movement, it has elicited the attention of the pupils generally; and such teachers state that it has been the means of almost totally suppressing the formerly prevalent evil of bad language among the pupils. No doubt it will put them on their guard against other vices also, as they shall be exposed in later years.

This same organization has been extended to other localities, and has been very widely introduced into the Colored Schools throughout the Southern States, where thousands have been enrolled in its ranks. Testimonies to its beneficial results come from every quarter.

TEACHERS' INSTITUTE.

Monthly meetings of the teachers, for the consideration of various matters connected with their duties, have been kept up through the year. They were held on the afternoon of the first Friday in the month, in lieu of the school session, and the attendance of each teacher was required, as a part of her duties. A roll was kept, and the attendance marked, as in school. The teachers in general manifested a good degree of regularity and promptness in attending these meetings, but there were some cases of tardiness and indifference not altogether creditable. The meetings were conducted by the superintendent, and were occupied by the reception and comparison of the teachers' monthly reports, the giving of general instructions relative to the management of the schools, the hearing of volunteer addresses from experienced educators, the reading of educational dissertations prepared by our own teachers, and the conversational discussions of various topics. Until December these meetings were open to the public, and reported in the newspapers; but since then they have been of a more private nature, in order that the lady teachers might feel greater freedom in participating in the discussions. The following memoranda from the minutes will indicate the several topics considered:

First Meeting, October 5.—Superintendent stated the general arrangements for the conduct of the schools for the coming year, and addressed the teachers in regard to their duties, pointing out various prominent errors and defects in teaching which were noticed at the previous examinations. Remarks were made by Prof. Richards, of the Educational Bureau, Rev. John Kimball, of the Freedmen's Bureau, and Councilman O. S. Baker.

Second Session—special—October 18.—School regulations adopted

by the trustees presented by the Superintendent. A lecture on *Reading*, and the proper mode of teaching it, was read by Prof. Richards, followed by a discussion of the subject, participated in by Mr. Goodwin, Rev. Mr. Alvord, J. M. Langston, Esq., Mrs. Buffum, and Mrs. Ricks.

Third Session, November 1.—Essay on *Reading*, by Mrs. Ricks, and statement by Dr. Leigh of his new method of representing the sounds of letters, and of teaching reading to beginners, with remarks by Prof. Richards.

Fourth Session, December 6.—Discussion of the best modes of teaching *Spelling*, participated in by the Superintendent, Prof. Richards, Mr. Langston, and others.

Fifth Session, January 4.—Best method of teaching *Arithmetic*.

Sixth Session, February 7.—Best method of teaching *Geography*.—Essays by several teachers were read, followed by remarks from Rev. Dr. Stebbins.

Seventh Session, March 6.—Essay on teaching *Geography*, by several teachers, continued. Revised "Course of Instruction" presented by Superintendent.

Eighth Session, April 3.—Address, by Prof. Doolittle, on teaching *Pennmanship*, followed by discussion.

Ninth Session, May 1.—Explanations, by Superintendent, of the proper method of making monthly reports.—Instructions by the same about *Phonic Analysis*.—Discussion on the utility of *Prizes*.

Tenth Session, June 5.—Instructions by Superintendent relative to the annual *Examinations*, and close of the term.

These meetings have had a marked effect in improving and unifying the methods of instruction in the schools, and stimulating the teachers to the attainment of higher degrees of excellence. But it is believed that they may be made more useful, another year, by dividing the teachers into two or more classes, according to the grade of school in which they are engaged, the classes to meet on different days, under the direction of the superintendent or such other person as may be employed. In this way the teachers of each grade can take up such topics as are appropriate to their specific work, and be spared the weariness of listening to discussions in which they are not immediately interested.

NEED OF HALLS IN SCHOOL BUILDINGS.

The increasing interest of the public in our schools, as shown by the numbers who desired to witness the last annual examinations, and the impossibility of accommodating them in our ordinary school-rooms, suggest the desirableness of providing a hall or school-room of larger size in every permanent school-building. Such a hall is very desirable, also, for occasional general meetings of the pupils for various purposes. It is very gratifying that the new schoolhouse now in process of erection in the first district will have ample accommodations in this re-

spect, and a matter of much regret that the buildings in the second, fourth, and fifth districts are not thus provided.

I would respectfully suggest that the schoolhouses in the second and fourth districts, (O street and Island,) may be rendered commodious in this respect, without great expense, by placing upon each a Mansard roof, which would allow of a good-sized hall in the third or attic story.

In the fifth district, (Georgetown,) which is more largely provided with school-room in proportion to the number of children than any other district, the largest number of pupils who have as yet been in school could be accommodated in seven rooms. I would suggest, therefore, that two of the present rooms be made into one. This would furnish better accommodations for the ordinary use of the highest department, and at the same time a commodious room for examinations, school-exhibitions, &c.

OTHER IMPROVEMENTS NEEDED.

It is highly important that every schoolhouse should be provided with ample playgrounds where the children can take exercise during the hours of recess, without being tempted to trespass upon the premises of neighbors, or compelled to go into the streets, to the annoyance of the public. Some of our schoolhouses, particularly that at Georgetown, are poorly provided in this respect. A portion of the playgrounds should also be paved, graveled, or planked, so as to afford room for exercise in wet weather without annoyance from mud. Great annoyance from the cause last mentioned is experienced at nearly every schoolhouse.

Again, it is important to the health of the pupils that the noon recess should be spent mainly in the fresh air, and especially that the lunch be partaken outside of the foul air of the school-room. Besides, the eating of lunches in the school-rooms is quite sure to result in untidiness of the desks and floors, very repulsive to all lovers of cleanliness. Yet to compel the pupils to remain out of doors, without shelter in stormy and inclement weather, is a cruel exposure of their health. A veranda in each school yard would obviate this difficulty and be a very valuable acquisition.

In this connection I beg leave briefly to suggest, that in the building, furnishing, and care of schoolhouses, there should always be an eye to architectural beauty and elegance, as well as convenience; to good taste and cheerfulness, as well as comfort. These have a refining and restraining influence, more

potent in securing good discipline and orderly habits than would be a cartload of birch rods. The schoolhouse should be a structure toward which every pupil may have a feeling of respect and pride, instead of the too common aversion and disgust. This would lead to care for its preservation and ornamentation, rather than its disfigurement and destruction. And the love of elegance and neatness thus inspired, would go with the pupil through life, stimulating to that adornment and beautification of home which is one essential element of civilization.

QUALIFICATIONS OF PRIMARY TEACHERS.

Before concluding this report, I cannot refrain from reiterating a protest repeatedly made against a common opinion, namely, that *inferior teachers will do well enough for primary schools*.

It is true that these schools do not require teachers of so extensive literary and scientific acquirements as do schools of the higher grades. But, on the other hand, it is of great importance that the knowledge and especially the *practice* of primary teachers should be *accurate*, so far as they are required to go. They should be habituated to speaking the English language with correctness and propriety; otherwise they will, by their bad example, teach the pupils much that must be unlearned at a later day. It is also of prime importance that they should possess that peculiar quality termed *aptness to teach*—an ability to adapt themselves to the minds of children, and to interest and draw them forth successfully in the acquisition of knowledge; and it is of equally vital importance that they should be in sympathy with childhood, and possess strongly the magnetic power of control over young minds. To all this should be added a knowledge of the most approved and expeditious methods of teaching, and a wide-awake capability of improvement, so that no time may be wasted in old-fashioned, unprogressive plodding.

To teach beginners successfully requires more *genius for teaching* than to instruct those who are farther advanced. The first impressions of childhood usually last through life; and an incompetent teacher in the primary schoolroom, often gives a distaste and aversion for school which is never overcome—thereby inflicting a lasting injury upon the character and prospects of those who are so unfortunate as to come under the charge of such an one.

The common practice, therefore, of placing the poorest teachers in the primary schools, and of paying primary teachers the smallest salaries, is a mistaken one. It is poor economy, and a

great wrong to children at their most tender and susceptible age. Teachers having special qualifications should be selected for these schools, and they should be paid sufficiently to retain the services of the best. In other words, salaries should be graduated not merely by grade of school, but by qualifications and length of successful service.

CONCLUSION.—IMPORTANCE OF MODEL SCHOOLS AT THE CAPITAL.—HOW TO MAINTAIN THEM.

In bringing this report to a close, permit me again to mention an important consideration which has before been brought to your notice, namely, that the schools under your charge are located at the capital of a great Republic, which, for that reason, is "a city set on a hill that cannot be hid." They are visited frequently by influential and representative men from all parts not only of our own country but of the civilized world. They are not, therefore, like the schools of most cities, a matter of merely local concern, to be managed exclusively in the interests of the local residents, much less of any one class of those residents. The people of the whole country have an interest in them, and a duty towards them. With all other institutions at the capital, and more than all others, its Public Schools should be made **MODELS**, worthy of a great Republic—a credit to the nation at large, and a standard of excellence for imitation in all quarters. This is of special moment now, when the whole southern section of our country is about inaugurating systems of free and impartial education. To this capital, where the work has begun a little in advance of other sections, will the people naturally look for their models; and what is done here will have its influence everywhere.

It was with these views that, early in 1864, (when there was not what would now be considered a respectable free day school for colored children in this District,) I set myself, with others, to induce the friends of freedom and of education at the North to send teachers and establish colored schools here—with what success the foregoing pages have shown.

It was with these views that, when, unexpectedly and against my own sense of fitness, I was called to take charge of a number of these schools, I sought to obtain and to retain only the most competent and efficient teachers whose services could be secured.

It was these views, urged by me upon two of the most prominent Northern Associations, last year, when under other advice they were on the point of withdrawing wholly from this Dis-

trict, that induced them to send again a picked corps of teachers, to maintain for a while longer at the nation's capital two series of model graded schools, in the expectation that Congress, at the then approaching session, would be roused to the duty of making a suitable appropriation for schools in this District.

It affords me no small satisfaction to know that the two series of schools referred to—that in M street, Washington, and that in Georgetown—have attained an excellence of which the Capital and the country may well be proud. Being the first organized under the graded system, they have been the models after which the later ones have taken pattern.

It is hardly necessary to add, that their excellence has been attributable mainly to the high qualifications of the teachers who have been employed. It is no disparagement to others (many of whom are of the same class) to say, that these teachers, in general belong to the best class of persons to be found in any community. They are not (as some have seemed to suppose,) merely needy persons seeking a livelihood, and coming here to crowd out of place local residents having prior rights. They are women of character, education, refinement, and moral worth, who have devoted themselves with religious consecration to this chosen work of repairing, so far as in their power, the evils and wrongs of slavery—a devotion which has led them to endure hardship, privation, obloquy, and reproach, to which they were strangers in their own homes. The scanty remuneration in money which they have received has been scarcely sufficient to feed and clothe them in the most economical manner in this expensive city. They have had faith in the capacity of the negro race for education, and their faith has been fully justified by the results.

Teachers of this class have not been satisfied, as some others are, with merely performing the prescribed routine of the school-room for the required number of hours daily; but as a general rule they have worked without limit. They have made it a point to visit, as often as practicable, the home of every pupil, to become acquainted with every parent, thereby enlisting home influences in behalf of the school, to look promptly after the truant, the absentee, the tardy, the sick, and the needy. They have obtained from their northern friends (interested with them in their noble work,) and have distributed to needy pupils and their parents, thousands of dollars worth of clothing and shoes in the inclement seasons. I have known them even to take chairs from their own scantily-furnished rooms, and pillows from their own beds to contribute to the comfort of poor sufferers in wretched cabins. They have, besides, labored unweariedly in Sun-

day schools, and many of them gratuitously in night schools; through all these means exerting an influence for good, whose value can never be calculated. And in this they have persevered, most of them for years, and that in spite of the coldness and suspicion with which they have often been treated by those who should have extended to them the hand of welcome and the word of encouragement.

It has been by the labors of such teachers that these schools have been brought so rapidly up to their present high standing, and their example has been a powerful stimulus to all others. And now that the Associations which have maintained them here have discontinued their aid, it seems apparent that the public interest demands the retention of the same teachers for the future, as far as practicable; and also that the schools, as a whole, should continue to be conducted with reference to the same broad national views.

Respectfully submitted.

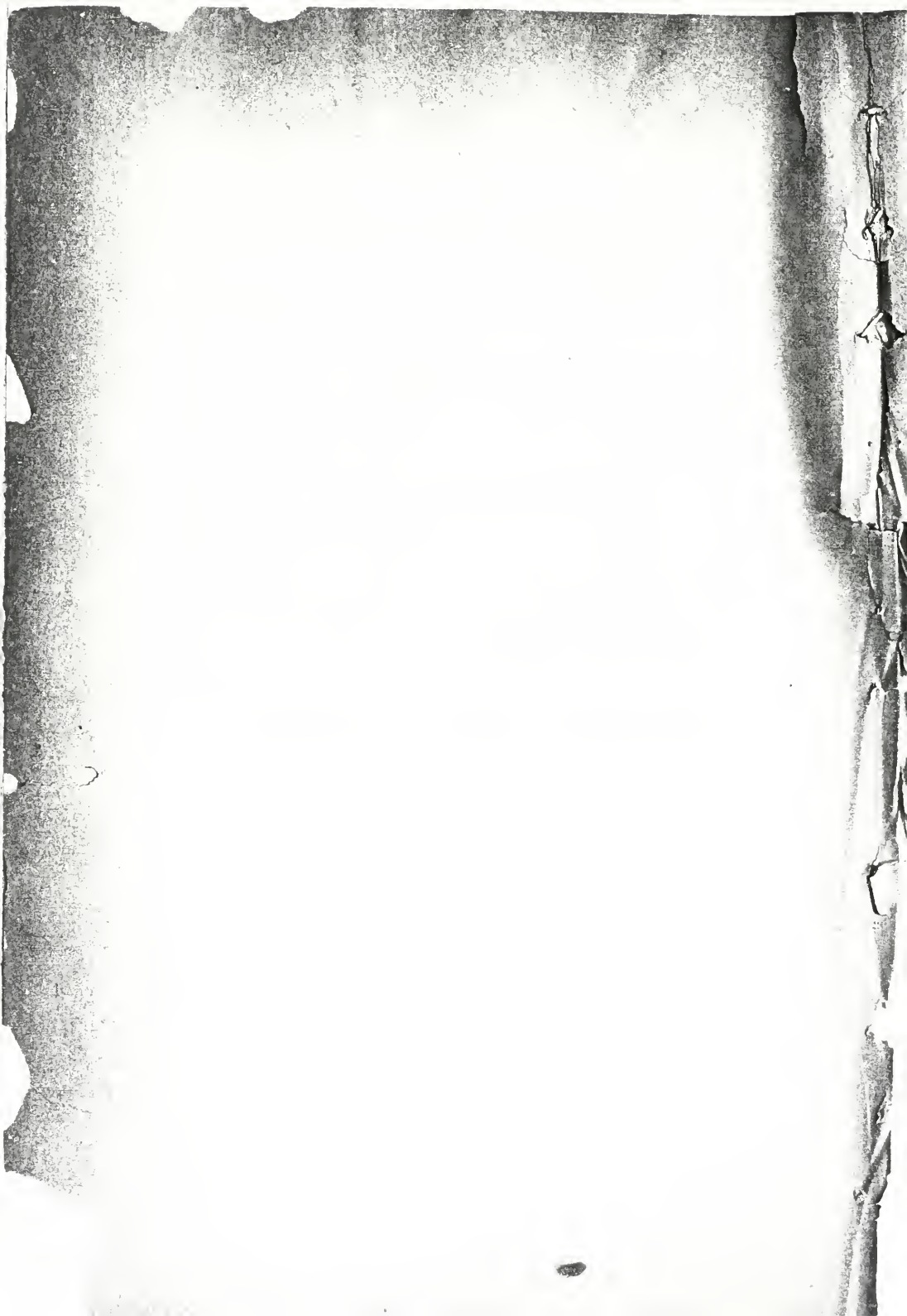
A. E. NEWTON,
Superintendent Colored Schools.

WASHINGTON, D. C., August, 1868.

APPENDIX.

REPORT OF THE CONDITION OF THE
SCHOOLS TO APRIL, 1870.

PUBLISHED BY ORDER OF THE BOARD.

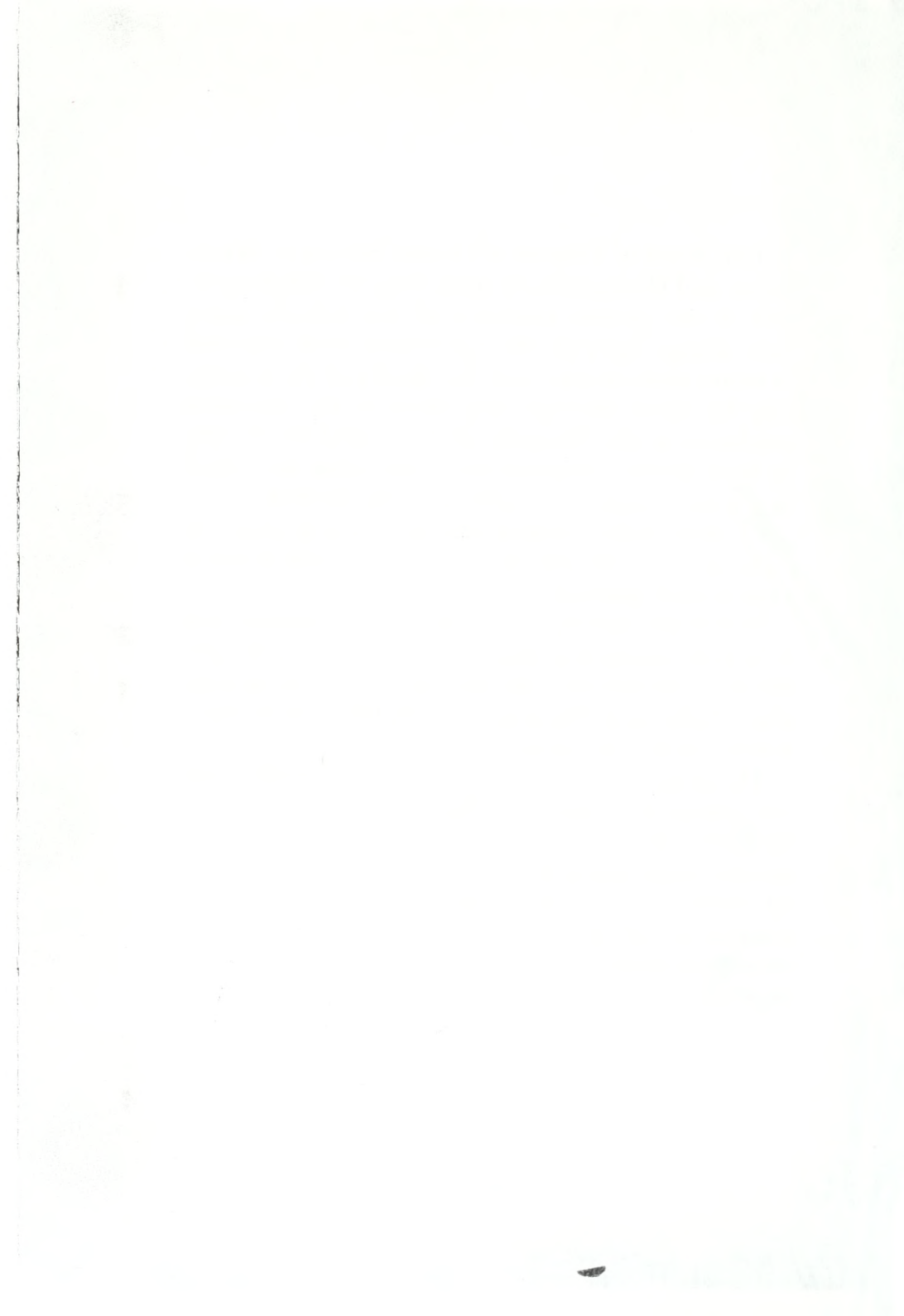


THE Board of Trustees of Colored Schools of Washington and Georgetown, in presenting the following report of the present condition of the Schools under their charge, embrace the opportunity thus presented to return their thanks, and the thanks of the community for whose interests they labor, to the honorable gentlemen in the Congress of the United States, who by their cordial sympathy and co-operation have aided in the attainment of the results herein set forth.

To their fellow-citizens who have nobly stood by them, in storm as well as sunshine, they also desire to express their gratitude.

The results accomplished speak for themselves, and it is with satisfaction they compare the present condition of the Schools with the day of small beginnings, when doubts and difficulties stood in the place of hopes realized and anticipations exceeded.

The great problem of the ability of the youth under our charge to master the educational difficulties that they must conquer to enable them to rise to the level to which they aspire, has been successfully solved; and no doubt can now be entertained of their ability to compete in all the studies of the school-room with those who erstwhile considered themselves their mental superiors.



REPORT OF THE CONDITION OF THE SCHOOLS, JUNE, 1870.

In addition to the very carefully prepared and elaborate report of A. E. Newton, Esq., former superintendent of the schools of this board, published herewith, it is deemed due to the friends of education, and especially to Congress, under whose enlightened legislation these schools originated and are now fostered, to add a brief statement of their present condition and wants.

THE SCHOOL PROPERTY BELONGING TO THE TRUSTEES OF COLORED SCHOOLS.

Since the statement was written found on page 22 of Mr. Newton's report, an addition to the building on Delaware avenue has been made, sufficient to accommodate five schools, and the title to the land has been secured, making fifty-four schools taught in buildings the property of the board. A lot has also been purchased adjoining the one on which the frame school-house is situated on C street, between Second and Third streets southeast, thus securing ample room upon which to build a substantial brick building sufficient to accommodate twelve schools, with suitable play-grounds; an enterprise very much needed, and one upon which the trustees propose to enter at an early day. During the recess of last summer, and through the autumn, extensive improvements, repairs, and additions have been made to the various buildings under the care of the board, involving an outlay of nearly \$16,000, rendered absolutely necessary by reason of the temporary character of many of them. But it is believed no such expense will again occur from this cause, as the work has been very thoroughly and substantially done. The title to the land on the corner of Twelfth street east and D street north has also been secured, upon very favorable terms. A careful estimate of the real and personal estate now held by the board would show it to be worth at least one hundred thousand dollars.

NUMBER OF SCHOOLS AND PUPILS.

In addition to the schools maintained in buildings the property of the board, it has been found necessary to open others in such buildings as could be procured on reasonable terms, as follows :

One on E street, between Ninth and Tenth streets southwest, of about 60 pupils.

Two in Wisewell Barracks, corner of Seventh and O streets northwest, of about 120 pupils.

One on First street, between B and C southeast, of about 50 pupils.

Two in Carroll Hall, on C street, between Twelfth and Thirteenth northwest, of 100 pupils.

One in the church of the Rev. Mr. Brooks, on Vermont avenue, of 50 pupils.

Three in the buildings of the Friends' New England Mission, of about 150 pupils.

One on G street, between Third and Four-and-a-half streets southwest, of about 50 pupils.

Being eleven temporary schools ; these, with fifty-four before mentioned, make a total of sixty-five schools of not less than 3,250 pupils. But an examination of the daily registers show an excess of fifty as the average number belonging to each school, so that it is safe to say that at least 3,500 children are now uniformly in daily attendance upon our schools.

COMPENSATION OF OUR TEACHERS AND THEIR QUALIFICATIONS.

Hitherto the Board have been able to secure the services of many teachers suitable for their work at rates of compensation materially lower than those paid to teachers of other public schools. This has been owing to the interest and enthusiasm naturally felt by many Christian women in the educational interests of our people, by which they were led to devote themselves to this work, regardless of pecuniary reward. But this cause is now rapidly passing away. The education of colored children is no longer to be regarded either as missionary work or as a work of charity, but has become a high national responsibility, and individuals should not be expected, neither can they be much longer induced to perform the labor necessary in these schools for less compensation than is paid to others for like services ; and certain it is that from this time forth entire fitness, both natural and acquired, can only be secured by offering therfor its full market value. Fully impressed with the truth of these sentiments, the Board propose, as soon as their

funds justify it, to increase the salaries of their teachers to correspond with those paid to teachers of other public schools.

In reference to their teachers the Board have to say that, as a rule, they give entire satisfaction. Many of them are highly gifted, and have received diplomas from the first educational institutions of the land. Graduates of Oberlin (Ohio) Institute are numerous among them, all of whom are an honor to that noble institution, and are enthusiastic in their work. All, without exception, appear to take a deep, direct, and personal interest in the success of our schools, and show every disposition to carry out the plans of the Board.

The Board also take pleasure in acknowledging their obligations to their accomplished superintendent, George F. T. Cook, Esq., for the very satisfactory manner in which he discharges his arduous duties. They find him energetic, earnest, and thorough, evincing at all times a determination to make our schools an entire success.

With the first of October of the present school year vocal music was introduced as a study, and is now being very successfully taught by a competent female teacher; but owing to the large number of schools and their great distance from each other the upper grades only can be reached. At an early day it is proposed to add an assistant, so as to secure to all the pupils of a suitable age two music lessons each week. It is also intended to place a piano in each of our grammar schools by the commencement of another school year.

It is deemed useless to discuss the dead issue as to whether or not colored children possess the same capacity for mental improvement as others, as it is believed the most obtuse enemy of human rights to be found in this locality has had ample demonstration on this point, if his perverse will did not close the avenues to his reason; and if not now satisfied, facts and argument would be alike useless. It is therefore sufficient to say that all our schools give daily evidence of the ability of our children to learn anything that others learn, with the same degree of proficiency and as rapidly, and the day will soon come when they will be found among our most eminent professional men and statesmen. All shades of color are alike in this respect. Among our brightest examples of ability to learn and comprehend are to be found the darkest as well as the lightest.

NECESSITY FOR INCREASED SCHOOL ACCOMMODATIONS.

From the most reliable data at hand we are informed that there are at present not less than 9,000 colored children in Washington and Georgetown between the ages of six and seventeen years. From this number deduct those now attending our schools, to wit, 3,500, and we have as the result an army of 5,500 children running the streets in idleness, who, no matter how desirous they may be of learning, must from necessity have the door of the school-room closed against them for want of room. The permanent school buildings now under the control of the board will only accommodate about 3,000 children or less, showing a necessity for the erection in the two cities of ten school buildings, capable of seating 600 pupils each, to meet this want. The means at the control of the board, if all is received that is contemplated, will only amount to about \$80,000, of which at least \$50,000 will be required to pay the running expenses of these schools on their present basis, leaving but \$30,000 per annum with which to erect new buildings; and if we should be limited to one building each year, at a cost of \$30,000, it would take ten years in order to reach the point of supply required to meet the necessities of to-day.

It is useless to base our calculations upon the theory of a diminution of the colored population of Washington and Georgetown, for as rapidly as the condition of our people is improved, and they are induced from any cause to seek the lands of the South or West for permanent homes, the demand for labor caused by the growth and prosperity of this District will bring in as many more to take their places; and it is safe to say that the colored people of the District of Columbia number fewer souls to-day than they ever will again. To do justice to our people this board should be furnished with \$150,000 per annum, to enable them to erect two new buildings each year, worth at least \$30,000 each, and, in order to meet the educational necessities of the hour, make temporary arrangements for the most suitable buildings to be had for their use, to be given up as soon as their own buildings are completed.

STATEMENT OF RECEIPTS AND EXPENDITURES FOR THE YEAR ENDING JUNE 30, 1870.

RECEIPTS.

Cash on hand unexpended, July, 1869.....	\$53 85
Received from Corporation of Georgetown	1,689 28
Received from the Corporation of Washington	58,556 52
Received interest from \$14,550 of Washington Corpora- tion bonds.....	873 00
Received from sale of \$14,550 of Washington Corporation bonds at 79c.....	11,494 50
Total.....	72,667 15

EXPENDITURES.

Repairs and additions to school buildings.....	15,648 00
Purchase of lot and buildings on Delaware avenue.....	120 00
Purchase of lot on Capitol Hill	2,800 00
Grading and leveling school lots and other labor on school lots and buildings	549 05
Amount paid on indebtedness of previous year.....	1,500 00
School furniture, desks, tables, chairs, and seats purchased during the year	2,113 16
Amount paid for salaries of teachers, superintendent, and janitors, rents, stationery, books, maps, and charts; cleaning, whitewashing, and all other incidental items of current expenditures, including fuel and heating ap- paratus.....	45,936 94
Cash on hand (estimated) June 30, 1870.....	4,000 00
	<u>\$72,667 15</u>

In addition, it is proper to state that there is now due the board from the corporation of Washington about \$22,000, according to the statements in the public press that are supposed to be from official information.

It is also proper to state that the bonds of the corporation of Washington appearing in the above statement came into the hands of the board in settlement of a balance due them from the city of Washington, June 30, 1868, and their sale will enable the board to close up the business of the present year free from debt, and with a small balance in their treasury of about \$4,000.

From the above statement it will be seen that the total current expenses of the board for keeping in operation the sixty-six schools under their charge has been \$45,936.94—the other items of expenditure all pertaining to the real estate and buildings. As the number of pupils in each school is estimated at

fifty, it would show an attendance of 3,300 children, making the expenses of each scholar a trifle less than \$14 for the entire year; and if we estimate the attendance at only 3,000, or about 45 for each school, the expense is found to be \$15.31 for each—a result that will compare favorably with any other schools in the land.

CONCLUSION.

Too much praise cannot easily be given to the pioneers in this work; those upon whom devolved the duty of opening the first public schools for colored children. Foremost among whom should be mentioned Dr. Daniel Breed and the Hon. Sayles J. Bowen. These gentlemen labored assiduously in season and out of season to extend and amplify the means of education to our people, and so successful were they, that during their term of office the reports show that their plans were so economical that the cost of education in their schools was only about twelve dollars per pupil, while at the same period the cost in the other public schools of the city was full eighteen dollars per pupil. This rigid economy at the time it was exercised was the highest wisdom, as the cause they were engaged in was one that encroached upon all previous custom, and ran directly against the life-long prejudices of this community. The means at their control was insufficient to cover the ground assigned to them, and, as a consequence, the buildings erected at that early day in the history of the board are deficient in architectural beauty and design, and the furniture in many of them indifferent in quality, much of which has been transferred during the present year to the temporary schools of the board, kept in rented buildings, and liberal purchases of improved and convenient new furniture substituted therefor. It is the intention of the board, that the school buildings hereafter erected by them shall be built from well-digested plans, in which shall be combined convenience, comfort, durability, and beauty, as all these elements have a vast influence in the education of youth, and they are fully determined that education of the children under their care shall be conducted in school buildings inferior to none in the land, in all that is essential to success, in developing the highest attainable results.

The Board feel that they cannot close this report without alluding to the deep interest manifested at all times in their work by that Christian soldier, Major General O. O. Howard, to whom they are under very many obligations for his wise

councils and firm support. His heart and hand have ever been open to us when in need of encouragement, and we have been greatly benefited in our labors by his many very appropriate suggestions. Under the inspiration of encouragement from such men, and the approbation of all liberty-loving citizens, and the smiles of divine Providence, the Board pursue their labors with high hopes and expectation, believing that it is their work, in a humble way, to illustrate the declaration of inspiration, that "God hath made of one blood all nations to dwell upon the face of the earth."

BY ORDER OF THE BOARD.

